

COURSE OUTLINE

Child Development 175 Administration of Early Childhood Programs II

Catalog Statement

CHLDV 175 explores effective strategies for personnel management and leadership in early care and education settings, including legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. Comprehensive methods for analyzing the different components of an early childhood program to effect organizational change are discussed. Particular emphasis is on the art of leadership and interpersonal relationships.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 174

Recommended Preparation: ENGL120 or ESL 151, MATH 145 and early childhood teaching experience.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations;
- compare and contrast various program structures, philosophies and curriculum models;

- identify strategies to ensure equity and respect for children, families, staff and colleagues;
- summarize systems and methods to support sound fiscal operations in a variety of early childhood education settings;
- demonstrate knowledge of compliance with regulatory systems;
- assess various methods and tools of evaluation;
- examine effective policies and procedures for staffing and scheduling.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- recognize the interrelationship of a coherent philosophy and the dynamics of organizational change;
- select appropriate strategies for implementing change and evaluating progress;
- evaluate the factors needed to create a diverse and inclusive environment;
- describe the legal requirements and responsibilities of administering an early care and education program;
- identify components of hiring practices, observation and evaluation practices of staff;
- summarize essential practices for collaboration with staff, families and community;
- articulate the importance of professional integrity and confidentiality;
- consider both organizational needs and individual needs in the development of compensation and professional growth opportunities in early care and education programs.

Course Content

Total Faculty Contact Hours = 48.0

Legal Requirements and Responsibilities for Administrators **(6 hours)**

Ethics –Professional Behaviors **(6 hours)**

Strategies for effective administration: reflective practice and time management **(6 hours)**

Working with Colleagues and Families **(6 hours)**

Creating a diverse and inclusive environment

Team building strategies

Establishing professional relationships and boundaries

Communication strategies

Dealing with Conflict

Working with Stakeholders: boards, community agencies and other professionals **(4 hours)**

Hiring Evaluation and Termination **(10 hours)**

Job descriptions

Hiring and termination procedures

Observations and evaluations

Compensation and benefits

Payroll Procedures

Personnel handbook

Leadership and Professional Development **(10 hours)**

Organizational development and change

Development of staff and administrators

Modeling and coaching

Leadership styles, cultivating leaders
Balancing professional and personal responsibilities: setting appropriate boundaries
Professional memberships and advocacy

Methods of Instruction

The following methods of instruction may be used in this course:

- classroom lecture and discussion;
- educational technologies including the internet and other electronic presentations;
- collaborative group work;
- individual and group presentations;
- demonstrations;
- guest speakers.

Out of Class Assignments

The following out of class assignments may be used in this course:

- essays (e.g. an essay identifying significant landmarks that have helped to prepare you to make the transition into a leadership role including a discussion of values, qualities and skills you bring to the role of leader);
- reflective writing assignments (e.g. papers written in response to a specific reading assignment that relates the concepts and principles presented to current thinking, values, feelings, and professional practice);
- field work (e.g. make arrangements to use the *Program Administration Scale* or *Business Administration Scale for Family Child Care* to assess an early care and education program).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- instructor evaluation of essays, writing assignments and other out of class assignments;
- synthesis essay (e.g. a final paper weaving all the ideas and experiences from the class into a goal oriented action plan focusing the individual students' personal development and commitment to working effectively with adults as an administrator in programs for young children and their families).

Textbooks

Bruno, Holly Elisa. *What You Need to Lead an Early Childhood Program: Emotional Intelligence in Practice*. Washington D.C.: NAEYC. 2011. Print.
14th Grade Reading Level. ISBN: 978-1928896807

Talan, Teri. and Jorde Bloom, Paula. *Business Administration Scale for Family Child Care*
New York City: Teachers College Press, 2009. Print.
14th Grade Reading Level. ISBN: 978-0807749777

OR

Talan, Teri. and Jorde Bloom, Paula. *Program Administration Scale*. Teacher's College Press, 2nd Edition, 2011. Print.

14th Grade Reading Level. ISBN: 978-0807752456

Recommended Textbooks

Covey, Stephen. *Principle Centered Leadership*. New York City: Simon & Schuster, 2004. Print
10th Grade Reading Level. ISBN: 9780671792800

Jorde Bloom, Paula. *Blueprint for Action*. 2nd Edition. Lake Forest Illinois: New Horizons, 2005.
Print.

10th Grade Reading Level. ISBN: 978-0962189487

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- develop a theoretical framework regarding organizational change, identify early care and education programs as organizations and associate theoretical concepts with a plan for organizational change;
- demonstrate effective practices for managing and leading staff and administering early care and education programs;
- effectively use various assessment tools to meet specific organizational needs;
- develop and implement professional development plans based on evaluation of staff and administrator needs to support individuals and the organization;
- establish professional relationships and facilitate collaboration and communication between colleagues, families and stakeholders.